

Students' Interest in Entrepreneurial Education: A Correlate of Home, School and Learners' Factors in Akinyele Local Government, Oyo State, Nigeria

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ABSTRACT

Entrepreneurial education (EE) is one of the fastest growing fields of education globally, yet the areas of "what" should be taught in these programs and "how" to teach them have been mentioned by many researchers as ones that lack both consensus and devoted attention.

The purpose for this research work is to provide a detailed influence of teachers, parents and student's interest in the study of entrepreneurial education. This research uses a systematic literature review to help review the literature in a transparent and unbiased way.

The method used for this research is the quantitative research method. Questionnaires served as the major technique for data collection, which were further analyzed using the descriptive survey research design into SPSS.

Findings from this research show that: students have interest and the desire to become self-reliant after graduation, which may be so because their parents are self-reliant. Unfortunately, teachers who teach entrepreneurial subjects are not specially trained to do so, neither are they entrepreneurs. Worst still, schools do not make provisions for students to practically learn new skills, as such, the training which students receive is not enough for them to become self-reliant after graduation.

Both students, parents and schools must, therefore, play their different roles as identified by this research to inculcate in the students, problem-solving skill and self-reliance.

KEYWORDS: Entrepreneurial Education, Parents, Students, Teachers

INTRODUCTION

Entrepreneurship is increasingly becoming prominent across the world as a result of its positive influence on many countries, because it serves as a catalyst to the creation of wealth and the generation of employment opportunities (Postigo and Tomborini 2002; Othman, Ghazali et al 2005; Gorol and Atsan 2006). In recent times, researches have revealed a positive correlations between entrepreneurship and economic growth as regards to job creation, firm survival and technological change (Lena and Wong 2003; Karanassios et al. 2006).

Studies have examined students' intention to be entrepreneurs as influenced by demographic factors such as age, gender, education level and family background (Keat, Selvarajah and Meyer, 2011). Others have examined students' intention to venture into being future entrepreneurs in relation to perceived behavior control, perceived support and perceived barriers (Yasruddin, Aziz and Azyyati, 2011). Researches based on previous studies claim demographic characteristics (such as gender, perceived skills and ability and personal learning style) and family background to be important variables that influence students' inclination towards entrepreneurship (Keat, Selvarajah and Meyer, 2011).

Learners who are independent are also known to have shown a higher intention to become entrepreneurs because they are better able to recognize opportunities to start businesses, to venture in new projects and obtain capital through debts and other financing (Kirby, 2004). In addition, it has been noted that students who like to work independently have a greater inclination to become entrepreneurs as entrepreneurship activities requires problem-solving in real world situations that these students are capable of solving (Hynes, Costin Birdthistle, 2011). Furthermore, an independent learning approach would provide the guidance for business planning, development and market identification to set up or run a business (Temtime, Chinyoka and Shunda, 2004). Consequently, students' intention to become entrepreneurs is greater because it provides exposure in marketing, finance and human resource management and a greater understanding of business management (Colff, 2004).

Family influence is an important factor that provides the background experience and motivation for students to lead entrepreneurial activities (Bagheri and Pihie, 2010). This claim is supported by Anderson, Jack and Drakopoulou (2005) who agrees that social relations and networks play

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an important role to develop good entrepreneurs. In a related study, Robson and Bennet (2000) posit that families and friends act as the preferred source of advice for small-medium enterprise owners. Basically, new graduate entrepreneurs rely on informal sources such as family members, colleagues and social networks as well as schools (Greene and Saridakis, 2007) for support and guidance in business. Furthermore, family or peer businesses are also known to inspire students by providing a supportive environment which gives them information and resources to start a business after they graduate (Bagheri and Pihie, 2010). For instance, parents play an important role in developing students' entrepreneurial self-efficacy by encouraging them to get involved in businesses which develops their entrepreneurial intention (Bagheri and Pihie, 2010). Similarly, friends who are involved in entrepreneurship also play important roles and act as role models (Keat, Selvarajah and Meyer, 2011) for others who need advice, and even capital to start businesses (Schaper and Volery, 2004). Therefore, peer influence may also affect the graduates' decision to become entrepreneurs (Nanda and Sorensen, 2006).

The Concept of Entrepreneurship

The term entrepreneurship has been variously defined; according to Chell, Haworth and Brearley (1991), it was seen as having no definition, universally acceptable for entrepreneurship, but originated from a French verb "entreprendre". As explained by Kirby (2004), entrepreneurship means to begin or undertake something. Bruyat and Julien (2001), defined entrepreneurship as one's business venture involving broad concepts such as work attitude that places emphasis on self-reliance, initiative, being innovative and risk taking. Entrepreneurship leads to the promotion of skill enhancement to serve consumers and it is viewed as a process of innovation, thereby creating new ventures (Kuratko and Hodgetts, 2004). Timmons (1989) defined entrepreneurship as the ability to create and build something from practically nothing, which includes initiating, doing, achieving and building an enterprise. Entrepreneurship is also a process of establishing a business organization which provides goods and services, creates jobs and contributes to national income and the overall economic development (Sethi, 2008).

Porter, (1990) defines entrepreneurship as the ability and willingness of individuals, on their own or in teams, within and outside existing organizations, to perceive and create new economic opportunities (new products, new production methods, organizational schemes and product-market combinations) as well as introduce their ideas in the market, amidst uncertainty and several obstacles, by taking decisions on location, form and the use of resources and institutions. Entrepreneurship is "at the heart of national advantage. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish and to run an enterprise successfully (Suleiman 2006). The entrepreneurship spirit is a pre-requisite to an entrepreneurial society and culture. The spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangwu (2006) that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public

consumption. In the words of Aliko Dangote as stated by Odjegba (2005) entrepreneurship is built upon vision, focus and determination. It is built on standard management practices, enabling environment and access to funds.

Meredith (1987) defined an entrepreneur as a person(s) who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate actions to ensure success. Hence, the entrepreneur has to be able to see business opportunities, be willing to take risks and be able to plan and follow through (Ekwue, 2008).

Entrepreneurship and Economic development

It is widely believed that entrepreneurship possesses beneficial traits for economic growth and development. Entrepreneurship has been remarkably resurgent over the past three decades in countries that were known to achieve substantial poverty reduction (Naude, 2013). A deep understanding of the role of entrepreneurship in the process of economic growth and development requires the insightful study to the concept of entrepreneurship (Wennekers & Thurik, 1999). Having considered the concepts of entrepreneurship, economic growth and economic development individually, ascertaining the link between the two concepts would not be unachievable. Explaining how entrepreneurship has been a stimulant in the growth of an economy, there exist enormous discussions and debates but it is therefore important to realize the relevance of constant innovations and rivalry enhancement (Todtling and Wanzanbock, 2003). It has been difficult to define and measure entrepreneurial factors and this has further increased the complexity of the exact contributions to economic growth. Carree and Thurik (2002) posited that the concept of entrepreneurship is multidimensional and largely been characterized by misleading definitions. A deep understanding of the role of entrepreneurship in the process of economic growth and development will therefore require a framework due to the nature of intermediate variables and connections in existence (Bygrave and Minniti, 2000). The appropriate examples of these intermediate variables include innovation, competition mainly characterized by entry and exit of business companies or firms, different supply and efforts invested by entrepreneurs. Other conditions of entrepreneurship also culminate when as to their contributions to economic growth (Robbins et.al, 2000).

In addition, Asc (2006) and Ahiauzu (2010) posited that there is a positive relationship between entrepreneurship and economic growth while Henderson (2007) explained that entrepreneurship is speedily being recognized as a primary driving force of economic growth. The combination of existing resources with innovative ideas, makes entrepreneurs add value through the commercialization of new products, the birth of new jobs and building of new firms. The Global Economic Monitor revealed that nations with higher levels of entrepreneurial activity enjoy strong economic growth and development. In short, entrepreneurs represent the link between new ideas and economic growth. Concerning the role of entrepreneurship in stimulating economic growth, many links have been discussed. Both the role of the entrepreneur in carrying out innovations and in enhancing rivalry is important for economic growth (Wennekers & Thurik, 1999).

Entrepreneurship Education

Entrepreneurship education has in recent times proven to assist in nation building as it can revive the nation's economy, improve the standard of living of people, develop indigenous technological base, reduce rural-urban migration and create job employment opportunities (Uka, 2015). Entrepreneurship education focuses on developing the understanding and capacity for the pursuit, of entrepreneurial behaviors, skills, motivation and attributes in a large context. These behaviors or skills can be practiced, developed and learned (Uka, 2015).

There are certain general characteristics which are expected of one to acquire if one has to be a successful entrepreneur. These skills among others include openness to taking risks, perseverance, working under pressure, ability to initiate, take responsibility and make decisions, an innovative and creative thinker, self-motivated and disciplined, able to research independently, financial literacy, that is financial skills such as book-keeping and calculating tax, able to plan, coordinate and organize effectively, management skills (ability to manage time and people successfully), communication skills (example: ability to sell ideas and persuade others), optimism, resilience, courage, determination (Uka, 2015).

Entrepreneurship education on the other hand, according to Kuratko (2003), is the education that embraces skill building programs, in creative thinking product development and marketing, negotiations, leadership training and wealth generation. In the opinion of Wikipedia (2006), entrepreneurship education seeks to provide students with the knowledge, skills and motivation for entrepreneurial success in a variety of settings.

Factors that influence student's interest in Entrepreneurship

Obschonka et al (2011) found that entrepreneurship can be developed through education and can start in early ages. The social environment and people around the person that involved in entrepreneurial activities, such as family friends and school teachers can affect a person's attitude towards entrepreneurship. Student's personal skills, attributes and behaviours may influence and determine whether he or she can become a successful entrepreneur in the future (Kirby, 2004) and it will equally determine his or her choice of course in entrepreneurial subjects in senior secondary school. Students who have participated in learning networks are better aware of their abilities to exploit business opportunities (Bergh, Thorgren and Wincent, 2011) and thus, are expected to be more interested in business. Learners who are independent are also known to have shown a higher intention to become entrepreneurs because they are better able to recognize opportunities to start businesses, to venture into new projects and obtain capital through debts and other financing (Kirby, 2004). Individual that has a strong intention to start a business will have a great tendency to open their own business. According to Krueger et al, (2000) involvement in entrepreneurial activity does not happen by itself, but rather intentional by the person concerned. It means that to start a business, one must have the intention to start a permanent establishment. So the intention of entrepreneurship can be said to be a strong predictor for determining whether someone will decide to self-employed or not.

The primary objectives of senior secondary education is to ensure that every senior secondary school (sss) graduate is well prepared for higher education as well as acquired relevant functional trade/ entrepreneurship skill as to prepare for useful living, The curricula focus is on value re-orientation, job creation, wealth generation and poverty eradication (Uka, 2015). To holistically address the issue of unemployment, acquiring entrepreneurial skills in school has been identified as a tool for molding employable individuals as unemployed individuals' need more skills than they already have to find new jobs. Above all, it prepares them for self-employment and financial independence because with paid employment one earns a living, but with self-employment one's earning is unlimited (Uka, 2015).

According to Okeke (2000), in the home, parents have a significant effect on student's choice of career and subjects because; parents have a crucial task of preparing the child for education. Mabunda (2002) is of the opinion that; in their tasks of socializing, the child's parents have a greater influence on the child's development and future life choices. Middleton and Loughhead (1993), talk on how parents can be an important and positive influence in decisions affecting a young person's vocational development. Though they also warned that over-involvement in decision making process can undermine parental effects as a positive source of influence. Excessive parental control regarding children's occupational decision making results in negative outcomes (Nucci, 1996). While parents show genuine interest and support for their children's career plans, they must allow their children to discover who they are on their own; as such, students have a role to play in terms of their interest in entrepreneurial education

Statement of the problem

Most students who have completed their secondary education do not have the capital to start their own business, some of the students cannot start a business of their own because they are not well equipped with the necessary skills, as the training acquired at senior secondary education seem inadequate to make the school leavers competent and self-reliant, hence cannot contribute to nation building; these problems serve as negative motivator to the little or no interest or negative attitudes of some senior secondary (SS II) two (2) students towards entrepreneurial subjects among other reasons like; preferring to further their education in tertiary level rather than starting a business after graduation, which is often supported by most parents. On the other hand, Peltonen (2008) emphasizes that; in school, it is vital for teachers to become more entrepreneurial, if entrepreneurial learning should be improved among students. In Nigeria, very few teachers who teach entrepreneurship subjects in secondary senior schools are entrepreneurs, which also pose as a challenge towards student's negative attitudes to entrepreneurship and entrepreneurship education. This study is therefore, designed to investigate these problems, particularly in Akinyele L.G.A of Oyo State, Nigeria, for the purpose of finding the way forward.

Purpose of the study

The Purpose of the study is to examine;

1. Perception of students towards entrepreneurial education.

2. The role of the home on student's interest in entrepreneurial education.
3. The role of the school on student's interest in entrepreneurial education.

Research questions

1. What is the perception of students towards entrepreneurial education?
2. Is there relationship between home factors and students' interest in entrepreneurial education?
3. Is there relationship between the school factors and students interest in entrepreneurial education?

Research Hypothesis

H0: There is no significant relationship between the home factors and students' interest in entrepreneurial education.
H1: There is significant relationship between the home factors and students' interest in entrepreneurial education.

H0: There is no significant relationship between the school factors and student's interest in entrepreneurial education.
H1: There is significant relationship between the school factors and student's interest in entrepreneurial education.

Methodology

Descriptive survey research design was adopted for study since the opinions of respondents were sought. The population is made up of senior secondary school (SS II) students in randomly selected secondary schools in Akinyele Local Government Area of Oyo State, Nigeria. The sample of this study consists of 100 senior secondary (SS II) school students, randomly selected from four (4) secondary schools in Akinyele Local Government Area of Oyo State, Nigeria.

Instrument for Data Collection

The instrument used for data collection was the questionnaire, titled; Home, School, and Learner's factors as correlate of student's interest in Entrepreneurial education, in Akinyele Local Government Area of Oyo State, Nigeria. The questionnaire contained two (2) parts; Part one was designed for collection of demographic data, while part two contained structured questions on Home factors, School's factors and Student's interest in Entrepreneurial education. A four (4) point Likert scale rating was used such as; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), with weighting ranging from 4-1 for positively worded items and weighting from 1-4 for negatively worded items respectively. A total of 100 copies of questionnaires were administered to the respondents by the researcher and

100 copies of the questionnaires were collected back after the respondents have filled them.

For ethical considerations, the actual names of schools are withheld. School A, B, C, D will be used instead.

Results

Analysis of Data

Table 1: Distribution of Respondents by schools

Unit	Frequency	%
School A	25	25.0
School B	25	25.0
School C	25	25.0
School D	25	25.0
TOTAL	100	100

Source: Author, 2017

Table 2: Distribution of Respondents by Sex

Sex	Frequency	%
Male	56	56.0
Female	44	44.0
Total	100	100

Source: Author, 2017

Table 2 shows the distribution of respondents' sex. The males were 56 (56%) while female were 44 (44%).

Table 3: Distribution of Respondents by Age

Age	Frequency	%
11-13	23	23.0
14-16	77	77.0
Total	100	100.0

Source: Author, 2017

Table 3 shows the age of respondents. Between 11-13 were 23(23%), 14-16 were 77(77%).

Table 4: Religion of Respondents

Religion	Frequency	%
Christianity	60	60.0
Islam	37	37.0
Traditional	3	3.0
Total	100	100

Source: Author, 2017

Table 4 above shows the religion of respondents used in this study. Among the respondents, 60(60%) are Christians, 37(37%) are Muslims and 3 (3%) practice traditional religion.

Answering of Research Questions

1. What is the perception of students towards entrepreneurial education?

Table 5: Responses of respondents on student's interest to Entrepreneurial Education

S/N	STATEMENT	SA	A	D	S	MEAN
1.	I am more interested in white collar jobs than starting a business after school	20	22	36	22	2.60
2.	I feel I have a skill and would love to develop it	53	36	9	2	3.40
3.	I desire to start a business after school	41	30	18	11	3.01
4.	I am happy learning a trade than entrepreneurial subjects	25	44	20	11	2.83
5.	I lay more emphasis on English and Mathematics than other entrepreneurial subjects	20	47	26	7	2.80
6.	I do not like enrolling for entrepreneurial subjects	9	29	53	9	2.62
7.	I would rather engage in sporting activities than help my parents at their business place	20	16	33	31	2.75
8.	I prefer to engage in entrepreneurial classes than mathematics classes	20	26	42	12	2.54
9.	Entrepreneurial education is of no use to my future	2	15	50	33	3.14
10.	I desire to be self-reliant	59	32	4	5	3.45

Source: Author, 2017

Table 5 reveals the responses of student on the perception to entrepreneurial education. Statement 10 shows student's desire to be self-reliant with a mean of 59% strongly agreed and 32% also agreed to self-reliance while only 9% of the population used for this study disagreed to self-reliance. Furthermore, 83% of the respondents disagreed with the statement 9, which been interpreted thus, that the students have high level of interest to entrepreneurial education, meaning entrepreneurial education is of use to their future. In addition, statement 6 shows that 62% of the respondents do like to enroll for entrepreneurial education.

2. Is there relationship between home factors and students' interest in entrepreneurial education?

Table 6: Responses of respondents on Home factors on student's interest in Entrepreneurial education

S/N	STATEMENT	SA	A	D	SD	MEAN
1.	Your parents owning a business can motivate you in starting up your own business	41	43	10	6	3.19
2.	Parents give verbal encouragement to their children on how to think and bring up ideas	39	48	9	4	3.22
3.	Students assist their parents at their business places	38	43	10	9	3.1
4.	During holidays, parents enroll their wards at a skill acquisition center	16	54	19	11	2.75
5.	Students do not attend summer classes after school	20	33	38	9	2.64
6.	Parents prefer their children to learn a skill	19	43	30	8	2.73
7.	Parents believe that engaging in entrepreneurial education will distract their wards from passing their English and Mathematics examinations	25	18	40	17	2.49
8.	Family members play a vital role in building entrepreneurial interest in learners	19	52	15	14	2.76
9.	Entrepreneurial skill is often inherited from family members	10	57	21	12	2.65
10.	Parents give preference to white collar jobs than initiative built jobs	32	24	28	16	2.28

Source: Author, 2017

Table 6 shows all the home factors to student's interest in entrepreneurial education, item no.2 has the highest mean score of 3.22 which students believe that parents verbal encouragement to their children on how to think and bring up ideas can motivate them, hence entrepreneurial skills are often inherited from family. In addition, 67% of the respondent agreed to the statement on item no 9. Students were of the option that engaging in entrepreneurial education will not distract them from passing their English and arithmetic exams, which is against believes of their parents with a mean of 2.49. Item no 10 has the lowest mean score of 2.28, with 32% strongly agreed to the statement that parents give preference to white collar jobs than initiative built jobs.

Correlations			
		HOME	STUDENTS
HOME	Pearson Correlation	1	.188
	Sig. (2-tailed)		.061
	N	100	100
STUDENTS	Pearson Correlation	.188	1
	Sig. (2-tailed)	.061	
	N	100	100

There is no significant relationship between the Home factors and students interest in entrepreneurial education, therefore, we accept the non-hypothesis. The Pearson's correlation shows a correlation of 0.188 at 0.061 level of significant.

3. Is there relationship between the school factors and students interest in entrepreneurial education?

Table 7: Responses of respondents on School factors to student's interest in Entrepreneurial education

S/N	STATEMENT	SA	A	D	SD	MEAN
1.	Entrepreneurial education is a compulsory school subject in all secondary schools	8	53	27	12	2.57
2.	There are special artisans who teach senior secondary school (SS 2) students different skills and knowledge	2	22	51	15	2.59
3.	Schools organizes events where students show case their entrepreneurial skills and knowledge	19	55	16	10	2.83
4.	Senior secondary school (SS 2) students do not offer relevant subjects that will help them start a business	13	24	50	13	2.63
5.	The school has special curriculum for teaching of entrepreneurial education	13	57	18	12	2.71
6.	Teacher's entrepreneurial skills has direct influence on the students	25	46	19	10	2.86
7.	Entrepreneurial education should be made compulsory for all senior secondary (SS 2) school students	34	43	16	7	3.04
8.	The school allow students to decide whether or not to offer any entrepreneurial subjects	20	45	25	10	2.75
9.	There are no specially trained teachers in the teaching of entrepreneurial subjects	14	50	26	10	2.32
10.	Schools do not organize competitions among students to identify learner's entrepreneurial skills	21	46	20	13	2.25

Source: Author, 2017

Table 7 reveals the responses of respondents to School factors to student's interest in Entrepreneurial education. Item no. 2 show that there are no special artisans who teach SS 2 students different skills in the school, only 24% of the respondent agreed that special artisans teach Entrepreneurial education, with the mean of 2.59. In addition, Entrepreneurial education are made optional to the student because, the table shows in item 8 that schools allow Students to decide whether or not to offer any entrepreneurial subject, 65% of the respondents agreed, while 35% disagreed.

Correlations			
		SCHOOL	STUDENTS
SCHOOL	Pearson Correlation	1	.137
	Sig. (2-tailed)		.174
	N	100	100
STUDENTS	Pearson Correlation	.137	1
	Sig. (2-tailed)	.174	
	N	100	100

There is no significant relationship between the school factors and student's interest in entrepreneurial education, the Pearson's correlation shows a correlation of 0.137 at 0.174 level of significant. Hence the null hypothesis was upheld the alternative hypothesis rejected.

Discussion

Findings in this study show that; the students have interest in entrepreneurship and they desire to be self-reliant after graduation. Interestingly, the first factor for entrepreneurial success is interest, and an entrepreneur must work in his or her area of interest which must translate into vision for growth and expansion. Indeed, individuals with strong intentions to start a business will have a great tendency to open their own business; Krueger et al (2000) supports this notion with his opinions that 'involvement in entrepreneurial activity does not happen by itself, but rather intentional by the person concerned. The students also believe that they have a skill and would love to develop it. Interest in entrepreneurship works hand-in-hand with skills and creativity, and entrepreneurs need to master specific skills which will help bring their creative ideas to life in a business setting, Kirby (2004) explains that student's personal skills, attributes and behaviors may influence and determine whether one can become a successful entrepreneur in the future, and will equally determine his or her choice of course in entrepreneurial subjects in senior secondary school. Therefore, it is important to note that; before setting up a business, an individual must first have an interest, and then have the practical skills as well as being creative, without which failure is bound to occur.

This study has showed that parental entrepreneurship is a strong motivator for children to be entrepreneurs also, and this is in agreement with the opinions of Arum and Mueller 2004, Colombier and Masclet 2008, Dunn and Holtz Eakin 2000, and Sorensen 2007, that; having an entrepreneur parent increases the probability that own-birth children become entrepreneurs by 60%. Fairlie and Robb (2007) found out that; having self-employed parents increases profits and sales and lowers closure, but only when the entrepreneur has work experience in family business. Parker (2009) explains that; the inheritance of the family business, access to cheap capital provided by self-employed parents, possibly the acquisition of general business human capital due to proximity of self-employed parents, industry-or-firm-specific human capital formation, including access to business network of parents and correlated preferences between parents and their offspring, possibly enhanced by role modeling, can spur up a child into becoming an entrepreneur.

Through this research, it is clear that; there are no specially trained artisans who teach students different skills in senior secondary (SS 2) school, yet the teachers who teach students entrepreneurial subjects are not specially trained to do so, this is the more reason why, even though students offer relevant entrepreneurial subjects, the training they receive is not sufficient enough for them to become self-reliant after graduation, this is to validate the fact that; teacher's entrepreneurial skills has direct influence on the students, no wonder Pelton (2008) emphasizes that in school, it is vital for teachers to become more entrepreneurial if entrepreneurial learning should be improved among students. Ajzen (1991) opined that; attitude is one of the main factors that influence one's behavior. Teacher's attitudes towards a subject not only affect their choice to teach that subject and the quality of their instructional performance (Harlen and Holroyd, 1997), but also influences student's attitudes towards the subject, their motivation to learn the subject, and their achievements (Chong et al, 2010). Entrepreneurship learning is an experiential process which highly requires students to practice real roles and tasks of an entrepreneur and deal with the challenges associated with managing a new venture (Richardson and Hynes, 2008; Heinonen, 2007; Heinonen and Poikkijoki, 2006). Teachers play critical roles in creating such a pragmatic and social interactive environment which improves student's entrepreneurial self-efficacy through mastery experiences, vicarious learning, verbal persuasions and social support (Deemer, 2004; Gibbs, 2002; Bandura, 1997).

Conclusion

It can be seen from the findings that students desire to be self-reliant and thus have high level of interest in entrepreneurial education.

In addition the family has a great role in influencing student's interest in entrepreneurial education as it could be inherited from family members. More so, the school greatly affect students' interest in entrepreneurial education because it is the school who has more responsibility of teaching and inculcating entrepreneurial skills in students.

Recommendations

Based on the findings, the following recommendations were made.

1. Parents should encourage their wards to engage in entrepreneurial education.
 2. Entrepreneurial education should be made compulsory for all SSS 2 students
 3. Experts in entrepreneurial education should be deployed to schools to teach entrepreneurial education
 4. The school should organize activities that would boost student's interest in entrepreneurial education
 5. Students themselves should desire and strive to become independent after secondary schooling
 6. It is important for students to identify mentors that they can work with, to learn more skills to enable them to become successful in their career as entrepreneurs.
 7. Schools should invite practicing entrepreneurs more often, to share their experiences and motivate students, and most importantly, help students to understand that most problems of the society can be addressed through entrepreneurship. This would encourage young ones to take part in solving problems in the society, rather than generating problems.
 8. Schools should have a craft center where students are taught practically and can learn a skill, such as: baking, sewing, knitting, graphic designs using computer, how to make hair, to mention among others. With these simple skills, students can easily become self-reliant after graduation and become entrepreneurship oriented.
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